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ABSTRACT

This annotated directory provides practitioners and service providers with references to existing programs, tools, and resources that school improvement teams may use to design and implement projects. The directory draws on a variety of products developed or used by state departments of education, school districts, regional educational laboratories, universities, and other organizations. Part 1, "Implementation Considerations for School Improvement Planners," presents a discussion of the elements of implementing school improvement programs; lists cautions for improvement planners; and provides selected references on initiation, implementation, and institutionalization of educational change efforts. "Descriptions of School Improvement Resources," part 2, contains descriptions of programs, tools, and resources for implementing improvement programs. Materials selected for review illustrate practical methods of forming and maintaining improvement teams, planning and conducting committee meetings, determining priorities, achieving consensus, writing action plans, publicizing program goals, assessing readiness, using outside consultants, monitoring performance, and evaluating improvement programs. Each program, tool, or resource (each presented on a separate page) lists title, author, cost, contact information, description and purpose, and (where pertinent) materials included. Part 3, a bibliography, contains three indices: a listing by author and title of material reviewed; a categorical quick guide to the use of the material in implementation; and a reference to entries by topic. A four-page bibliography of materials reviewed is included. (CJH)

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Implementing School Improvement Plans

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A DIRECTORY OF RESEARCH-BASED TOOLS

EA 019 257

The Regional Laboratory
for Educational Improvement of the Northeast & Islands

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Implementing School Improvement Plans

A DIRECTORY OF RESEARCH-BASED TOOLS

The Regional Laboratory for Educational Improvement of the Northeast and Islands

Andover, Massachusetts
David P. Crandall, Ed.D., Executive Director
February 1987

Sponsored by the Office of Educational Research and Improvement (OERI), U.S. Department of Education

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PREFACE

Implementing School Improvement Plans: A Directory of Research-Based Tools describes selected instruments, handbooks, and guides that have been developed and used by educators responsible for applying school effectiveness research in local school settings. The focus of the directory is on what to do after needs assessment activities have been conducted. The resources described contribute directly to the formation and selection of a local school improvement team and to the guidance of team efforts in establishing priorities, setting goals, and developing action plans. The monitoring and evaluation of plans developed by school-based teams are also addressed.

The intent of this annotated directory is to provide both practitioners and service providers with a ready reference of existing programs, tools, and resources that school improvement teams may use to identify information to assist them in designing and implementing their own school improvement projects. The primary audience for which this resource directory has been produced consists of superintendents, school board members, central office staff, principals, teachers, parents, business and civic groups, state departments of education, representatives from colleges and universities, and professional associations. While meant for those most closely involved in particular local school improvement efforts, the resource directory may also prove useful to others concerned with bringing about positive changes in schools.

In compiling the information provided in this directory, a number of sources were used. These sources included state departments of education, regional educational laboratories, selected local school districts, university-based research and development centers, and commercial publishers, researchers, and practitioners active in studying school improvement programs and change processes in schools.

ACKNOWLEDGEMENTS

This document was patterned after the publication Research-Based Tools for Bringing about Successful School Improvement, developed by The Southwest Educational Development Laboratory (SEDL) in Austin, Texas. The SEDL document gives careful attention to the overall process and to school assessment instruments in particular. Implementing School Improvement Plans, on the other hand, emphasizes tools and techniques for organizing and maintaining school-based improvement teams, articulating action plans, and monitoring the implementation and impact of strategies for improving school climate and instructional organization. Special thanks are due to Dr. Betty Mace-Matluck, whose advice and analysis helped to identify components of this resource directory for school improvement planners. Dr. David Wilson of the Southwest Educational Development Laboratory also served as a thoughtful collaborator and colleague.

Leslie F. Hergert, Director of Field Services at The Regional Laboratory for Educational Improvement of the Northeast and Islands, was instrumental in moving the project from planning through production stages and in keeping the emphasis of the work on the IMPLEMENTATION aspects of school improvement planning. We are grateful to Dr. David P. Crandall, Dr. Susan Loucks-Horsley, and Dr. Glen Harvey for their critical reviews.

We would like to extend our sincere appreciation to the team of reviewers who provided valuable comments and suggestions based upon their experience and expertise in the field. Thanks to Richard Lappert, Consultant, Bureau of School and Program Development, Connecticut Department of Education; Lynn Murray, Director, Vermont Assistance Center of The Regional Laboratory at Trinity College, Burlington, Vermont; Matthew Miles, Center for Policy Research, New York, New York; Sally Dias, Superintendent, Lynnfield Public Schools, Lynnfield, Massachusetts; and Richard F. Lindgren, Principal, Arthur H. Illing Junior High School, Manchester, Connecticut.

Janet Angelis, Communications Specialist for the Lab, deserves special mention for her thoroughness in overseeing final edits and for her constructive critiques and suggestions. Nick Thorkelson, graphic artist, should be commended for his design and layout work. The word processing center staff and Debbie Ciampa of The NETWORK, Inc., were most patient and helpful from start to finish -- thanks so much.

Thanks as well to all others who have helped in this project.

Douglas S. Fleming
Cecilia Buckles

Introduction

INTRODUCTION

Planning -- and "planning to plan" -- is one thing. Doing -- and making sure the job gets done -- is another. Implementing school improvement plans requires both planning and doing. Neither are spectator activities. Each requires expenditures of time, energy, and human resources. But many well-intended programs run aground on the failure to balance "talking about it" with "trying it out." Fortunately, there are a number of programs that have kept good records of both planning and actual action steps. From these, other districts, schools, and helping agencies can build their own plans and guidelines for introducing needed changes in educational settings.

To guide the implementation process, a variety of products have been developed or used by state departments of education, school districts, educational service agencies, regional educational laboratories, universities, research centers, or independent organizations or individuals. Implementing School Improvement Plans was designed to be a handy reference to school improvement programs, tools, and resources that deal with the tasks of making school improvement happen.

Part I presents a brief discussion of the elements of implementing school improvement programs, lists appropriate cautions for school improvement planners, and provides selected references on the initiation, implementation, and institutionalization of educational change efforts.

Part II contains descriptions of useful programs, tools, and resources for implementing school improvement programs. The materials selected for review illustrate or describe practical ways of forming and maintaining school improvement teams, planning and conducting committee meetings, determining priorities, achieving consensus decisions in groups, writing action plans, anticipating logistical needs, developing strategies for attention and reinforcement, publicizing and promoting program goals, assessing individual and organizational readiness, using outside consultants, monitoring participation and performance, and evaluating the impact of school improvement programs.

Part III contains three indices. Index A provides an alphabetical listing by author and title of the material reviewed. Index B sorts all of the materials into categories and provides a quick guide to the use of the material in the implementation process. Index C provides a reference to entries by specific subject or topic. A bibliography listing the materials reviewed, by author or publishing agency, is also included.

Implementation Considerations for School Improvement Planners

There can be no one recipe for change, because unlike ingredients for a cake, people are not standard to begin with, and the damned thing is that they change as you work with them in response to their experiences and perceptions.[1]

IMPLEMENTATION CONSIDERATIONS FOR SCHOOL IMPROVEMENT PLANNERS

Research findings on the stages of school improvement can be grouped into three major stages: the Initiation/Mobilization stage, the Implementation Stage, and the Institutionalization stage. Typical activities and some key factors contributing to success are listed on the table below.[2]

Initiation/ Mobilization	Implementation	Institution-alization
Deciding to start	Establishing priorities	Evaluating results
Assessing needs	Setting goals	Building in the process
Developing Commitment	Designing action plans	Responding to needed organizational change
	Carrying out plans	Connecting to other change efforts

SELECTED READINGS

Crandall & Associates, 1982

Fullan, 1982

Herriott & Gross, 1978

Loucks-Horsley & Hergert, 1985

Miles, 1986

[1]Fullan, Michael (1982). The Meaning of Educational Change, New York Teachers College Press, Columbia University, p. 129.

[2]Miles, Matthew B. Center for Policy Research, New York, NY, in material prepared for the Conference on Planned Change, Ontario Institute for Studies in Education, May 4-6, 1986.

The careful selection and use of a reliable and focused needs assessment instrument is a key step in the school improvement process. The data gathered can help develop objective portraits of building performance and yield candid profiles of staff and community perceptions. The very process of gathering faculty perceptions can be a powerful motivator to spark interest in a building-level school improvement program.

There are other keys on the chain of events leading to school improvement, however, and these deserve equal consideration. One is the formation of a building-level school improvement team. An increasing number of leaders report that the success of their efforts depends on the composition, influence, and skill of the staff assigned to steer complex projects. For leaders who will be working with school improvement teams for the first time, the selection and guidance of team members and the establishment of ground rules for discussion, decisionmaking, and workscope, are essential.

Another key consideration is the setting of priorities and the development of action plans. It is essential to focus the activity of the group on a few areas. Good planning will assure that there are short-, mid-, and long-term goals; goals that affect policy as well as programs or practices; and goals that have implications for all levels of the school community.

Once a plan of action is developed, it is easy to assume that the pieces will fall into place. Effective school improvement planners anticipate the complacency that often sets in once a consensus about what "should be done" is reached and take steps to maintain movement toward the desired goals.

Implementation of school improvement plans requires continued attention to creating awareness of the school improvement goals and the process through which those goals will be realized. Short introductory sessions and descriptions with groups of teachers, parents, administrators, and school board members can help to keep important groups informed and allow for additional impact. Another essential component of effective implementation requires considerable attention to logistics. Improvement practices may require the selection and acquisition of new materials, equipment, or personnel. The plan may require restructuring, rescheduling, or rethinking procedures that have become ingrained and routine. Some of the logistical considerations a school improvement plan may flounder on include:

- identification of consultants and trainers
- provision of substitutes or teacher stipends

- deployment of support staff (coordinators, aides)
- purchase or rental of equipment
- purchase of materials
- availability of meeting space and planning time
- availability of travel/meeting expenses.

Of equal magnitude is attention to the people who will be bringing about changes in pupil performance or behavior. This attention may take the form of personal encouragement, supplying instructional materials or references, providing nudges to action, reminding people that the program is a priority in the district or the building, and demonstrating genuine personal interest in achieving project goals.

What goes on in staff development programs during a school improvement program can be critical to the life of the plan. Initial training should be just that: an introduction to the key features, approaches, and materials required. Subsequent programs can provide opportunities to discuss the plan and how to incorporate practices into daily teaching. An ongoing approach to professional development provides more time for teachers and administrators to reflect on desired practices and their impact on student performance. Programs that include classroom demonstrations, peer observation and feedback sessions, and other opportunities for personal reflection have more lasting impact than a flurry of initial activity with no follow-up.

Researchers have suggested that a significant change in school settings may take from three to five years from its inception to the point where it becomes truly incorporated into the life of a school. The implication for school improvement planners is to develop strategies to "keep the flame burning." One strategy is to provide opportunities for continuous professional development of the staff who make the program, policy, or practice work. Another is to track the accomplishments of milestones through regular progress reports or meetings. A third is to maintain an active communications campaign to publicize successes and reward continued participation in the plan. A fourth is to engage in frequent replanning sessions in order to clarify and reinforce expectations and to make necessary adjustments in the implementation process or schedule.

The collection of implementation data, including minutes of meetings, copies of memos and calendars, invitations and timelines, and definition of student outcome measures, play an important role in evaluating both the impact of the program and process of school improvement planning. School improvement programs that attend to the gathering of student achievement data and the review of group action in order to better determine how to proceed are not only evaluating impact, but are ensuring success.

Finally, school improvement planners need to look at their proposals in light of the whole school-community context. This may mean asking three hard questions:

1. Is the program or practice proposed addressing the real problem? Has consensus been reached on what the causes of the problem are, who is affected by the problem, and what alternatives exist to alleviate or eliminate the problem? Too often, plans may treat the symptoms but not the causes.

2. Have all possible constraints to smooth implementation been assessed? Have planners:

   - assessed the level of staff resistance?
   - determined the skills staff need to implement the plan?
   - evaluated the degree of conflict with other school programs or routines?
   - explored the potential for staff overload?
   - planned for needed equipment and materials?
   - secured financial and conceptual support from the central office and school board?
   - considered the ability of staff to select and use outside consultants?

3. How can proposed plans be integrated with other efforts for an integrated/cohesive approach to school improvement? Are the proposed policies, programs, or practices compatible with the rest of the curriculum? Will they cause competing demands on staff time and energy? How does the projected level of effort compare with other school or district priorities?

Descriptions of School Improvement Resources

Title:	Elementary Principals Yellow Pages and Secondary Principals' Yellow Pages
Author(s):	Bruce G. Barnett; Claudia A. Long; Janice Schafer; and Becky McReynolds.
Description and Purpose:	To be used by elementary and secondary school principals as a resource for ideas and solutions to instructional management problems they face. Format provides access to information selectively and quickly. Directory covers such topics as selection and training of staff; improving and maintaining student attitude; discipline, academic performance; curriculum planning; using computers; teaching special needs students; and obtaining community support.
Materials:	Includes: participant index list, with addresses and telephone numbers of the principals in the catalog; subject index; and advantages and disadvantages" section, following each major topic, presents discussions of positive and negative consequences resulting from the principals' programs and practices.
Cost:	$3.50 each/$6.00 set
Contact Information:	Tom Ross Far West Laboratory for Educational Research and Development 1855 Folsom Street San Francisco, CA 94103 (415) 565-3000

Title: Improving School Improvement: An Independent Evaluation of the California School Improvement Program

Author(s): Paul Berman and Tom Gjelten

Description and Purpose: This report evaluates California's School Improvement Program (SIP), examining whether it has been successful and how it might be improved. Provides policymakers and citizens with basic information and understanding about how local instructional improvement can and does take place.

SIP contains many elements of past education improvement efforts, but it also departs from those efforts in these ways: 1) Program requires schools to adopt elements of a "model of change" focused on the change process, not on installing a particular innovation or instructional approach. Diversity in local objectives, plans,and programs is promoted; 2) Involves parents in actual program planning, changing the way decisions are made in schools; 3) Intends to coordinate curriculum and instructional programs in a school with the student as focus of planning efforts; 4) Focuses on program quality rather than innovation and considers many outcomes in addition to student performance; and 5) State review provides formative feedback to the schools.

Consists of 10 chapters which cover these areas: assessment of SIP, the effects of implementation, school conditions, and districts on school improvement, implementation process and patterns, planning, school site councils and parent involvement, staff development, and program reviews.

Cost: free of charge

Contact Information:

Alex Law, Director
Program Evaluation and Research Division
California State Department of Education
P.O. Box 944272
Sacramento, CA 94244-2720
(916) 322-5010

Title:	Making Meetings Work
Author(s):	Leland P. Bradford
Description and Purpose:	Intended for those in a position of leadership (in schools, businesses, conferences, training). The book's purpose is to familiarize the reader with the attitudes, skills, and understandings required of good leadership, and with group behavior. The result is that productivity could be improved. Focuses on: 1) an adequate understanding and acceptance of the functions of leadership; 2) the diagnostic skills to understand changing group behavior; and 3) skills in assisting members of the group to become self-regulatory and self-developing. Consists of eleven chapters that cover all aspects of leadership relevant to group meetings (e.g., leadership-traditional/new effective/ineffective, meetings/group dysfunction, task and maintenance functions, planning, use of consultants). Bibliography and eight appendices include additional topics and some materials.
Materials:	Postmeeting Reactions Form; Group-Growth Evaluation Form; Self-Interaction-Task Observer Schedule; Process Observer Recording Form; Meeting Appraisal Form.
Cost:	$17.95
Contact Information:	University Associates 8517 Production Avenue San Diego, CA 92121 Attn: Order Department (619) 578-5900

Title: Creating Effective Schools

Author(s): Wilbur B. Brookover, Laurence Beamer, Helen Efthim, Douglas Hathaway, Lawrence Lezotte, Stephen Miller, Joseph Passalacqua, Louis Tornatzky

Description and Purpose: Designed to be used by inservice staff in schools with the goal of improving student achievement through modifications in the school learning environment, particularly in improving achievement in low socioeconomic status schools.

Provides: important principles necessary for improving school environment and student achievement; 11 modules designed to assist with inservice training; and a reference section. Modules are to be used as a functional whole rather than using particular modules for particular needs.

The four areas necessary for improving school environment/student achievement include: School Learning Climate; The Goal of School Learning Climate Improvement; Using the School Learning Climate Modules; and Additional Resources.

The focus for change in this program is at the school level but can be implemented in different settings, e.g., district wide or by individual schools or teachers.

Cost: $17.95

Contact Information: Learning Publications, Inc.
Post Office Box 1326
Holmes Beach, Florida 33509

Title:	Schools and Communities Working Together: For Effective Schools and Stronger Communities
Author(s):	Juanita Carney and Janet Chrispeels
Description and Purpose:	This book was written to assist school-community council members in the San Diego County Public Schools to play an active role in bringing school and community together. Individual chapters provide step by step procedures for planning groups to use in implementing a school improvement program. Worksheets are provided to give school improvement teams concrete tools to identify needs and resources. Other worksheets help members evaluate how well they are accomplishing tasks. Contains information in these areas: linking school improvement and community education, the school improvement process, needs assessment, orientation, training for using community resources, staffing, funding, and budgeting.
Cost:	$10.00
Contact Information:	San Diego County Office of Education 6401 Linda Vista Road San Diego, CA 92111-7399 Attention: Graphics Department (619) 292-3724

Title:	Building Effective Schools: Assessing, Planning, Implementing
Author(s):	Janet Chrispeels and David Meaney, Ed.D.
Description and Purpose:	Manual is designed to assist school administrators, principals, and other educational leaders who wish to implement a school improvement program based on the effective schools research. Defines the term "effective school", describes characteristics associated with effective schools, and outlines the process being used by the San Diego County Office of Education to assist schools in becoming effective. The process is based on research on effective schools, effective classroom teaching, organizational development, and educational change. Goal of the program is to increase the overall level of student achievement for all students through a process of assessment and planning and the implementation of a site-generated school effectiveness plan. Purposes are: 1) to determine the existence of specified elements needed to achieve school effectiveness; 2) to assess the school's academic effectiveness; 3) to determine the school's climate; 4) to establish a school action plan for improvement; and 5) to implement a plan for improvement. Consists of four chapters and tables, charts, and appendices that include the following materials that could be useful staff development handouts: teacher/staff questionnaires, parent/student surveys, assessment instruments, sample comparisons, interview questions, evaluation forms, numerous test results, data collection forms, observation forms, worksheets, and techniques.
Cost:	$20.00
Contact Information:	San Diego County Office of Education Room 212 6401 Linda Vista Road San Diego, CA 9211-7399 (619) 292-3500

Title:	An Implementation Guide for the Legislative Mandated South Carolina School Improvement Process
Author(s):	Gerald K. Corley; Jim Ray; Sidney B. Cooper; and Charlie Williams
Description and Purpose:	South Carolina's research-based school improvement process provides a guide for principals, district administrators, and other change agents to successfully effect positive change in the schools. Consists of six chapters that discuss: establishing a school improvement council, conducting needs assessment, developing and implementing the school improvement plan, as well as presenting the research and legislative base for the process. Appendices include instructions for the preparation of an annual school improvement report, school summary report, and annual district staff development report. Central to the process is the establishment of a school improvement council at each school. The principal and school board are primary determiners of the council's role and responsibilities with a goal of developing a cadre of school-level agents for positive change.
Cost:	Free of charge
Contact Information:	Raymond L. Morton Director Office of Public Information South Carolina Department of Education 1429 Senate Street Columbia, SC 29201 (803) 734-8500

Title: All Our Kids Can Learn To Read: A Guide to Parent and Citizen Action

Author(s): Developed by Chicago SCHOOLWATCH, a product of Designs for Change, Chicago, Illinois

Description and Purpose: Intended to be used as a handbook by parents, educators, citizens, and others who wish to take an active part in school improvement. Although there is an emphasis on improving reading skills, All Our Kids Can Learn to Read is very helpful in planning and implementing change in schools and can be applied to various subject areas and school improvement projects and issues.

Consists of five chapters that take an innovative approach to developing ingredients needed to teach/learn. Appendices include reading selections and principal interviews. Suggested program evaluation checklists and examples are included.

Chapter 1 is an introduction to SCHOOLWATCH and the Campaign for Effective Schools in Chicago, Illinois; Chapter 2, Are Your Kids Learning to Read? analyzes skills needed to master the skill of reading (includes testing, evaluation, and the Chicago Mastery Learning Reading Program); Chapter 3, How Does Your School Measure Up? describes ten ingredients identified as necessary for an effective school and includes the "SCHOOLWATCH Report Card" (checklist) that specifies what to look for when evaluating progress in school improvement; Chapter 4, What About the Bureaucracy? stresses decentralizing the bureaucracy and changes that can be made to improve how it works for the school; Chapter 5, Action, suggests active approaches to effective school improvement efforts.

Also available in Spanish.

Cost: $3.50

Contact Information:
Designs for Change
220 South State Street
Chicago, IL 60604
(312) 922-0317

Title: Helping Schools Change: Ideas for Assistance Groups

Author(s): Designs for Change, Chicago, IL

Description and Purpose: The handbook was written to help outside assisters bring about changes in local schools and profit from the experience of several successful projects that had had substantial success. A practical manual for assistance groups who work to change the way local schools treat children day to day.

The handbook compares building an effective assistance group to putting together a puzzle. Each chapter includes from 6 to 22 (86 in all) more specific "pieces" or critical tasks and evaluation exercises.

Helping Schools Change grew from a study of six experienced assistance groups who had had striking successes in bringing about substantial school improvement changes in local schools by working on site with client groups for several years. Discusses seven important areas of assistance group activity: forming the assistance group; leading and managing the assistance group; refining a school improvement strategy; developing the advisor's role; building relationships with clients; providing assistance; and raising funds.

Each area includes from 6 to 22 critical tasks required in order to be effective in each area. Most chapters include exercises for evaluating the group's effectiveness. "Rate Yourself" charts list the critical tasks contributing to effectiveness in one area and require the reader to rate the group on a six-point scale; "Look at Yourself" exercises should improve performance of the task, e.g., recording on newsprint, brainstorming, follow-up analysis, and case studies.

Cost: $8.95

Contact Information:
Designs for Change
220 South State Street
Chicago, IL 60604
(312) 922-0317

Title: Making Our Schools More Effective: Proceedings of Three State Conferences, Far West Laboratory for Educational Research and Development.

Author(s): 22 authors in six subject areas.

Description and Purpose: The book is a collection of information gathered from three state conferences held in 1983 (Utah, California, Nevada), whose purpose was to provide a forum for information exchange between educational researchers and practitioners. Consists of edited transcripts of an overview or personal perspective, research reports, and descriptions of activities conducted in small group sessions. Format follows the organization of the conference agendas and consists of six chapters: Perspectives on Effective Schools, Principalship, Teacher Effectiveness, Critical Thinking Skills, Staff Development, and Microcomputer Applications in Education.

Cost: $3.00

Contact Information:

Tom Ross
Publications Department
Far West Laboratory for Educational Research and Development
1855 Folsom Street
San Francisco, CA 94103
(415) 565-3000

Title: Improving our schools: Thirty-three Studies That Inform Local Action

Author(s): Marilyn Clayton Felt/Education Development Center

Description and Purpose: Uses the results of thirty-three studies on education in America to 1) examine the common themes emerging from a review of the problems defined by the studies; 2) identify specific causes of these problems; 3) summarize the nature of each study and its recommendations; 4) synthesize a set of operational goals for local action; and 5) suggest guidelines for locally developed school improvement processes.

The summary section makes key recommendations for what should be taught, desirable teaching methods, use of media, the role of pupil evaluation and guidance, attention to special student populations, the nature of school organization and school climate, applications for teachers, principals, the school plans, and institutions and individuals outside the school system. In reaching these conclusions, the work draws on A Place Called School by John Goodlad, On Further Examination by the College Entrance Examination Board, High School by Ernest L. Boyer, Policy Options for Quality Education by the National Association of State Boards of Education, and the Paideia Proposal by Mortimer J. Adler.

Cost: $14.00

Contact Information: Education Development Center, Inc.
55 Chapel Street
Newton, MA 02160
(617) 969-7100

Title: Linking Agent's Tool Kit

Author(s): John J. Ford III and Leslie F. Hergert, Editors

Description and Purpose: Provides information and resources valuable to people involved in the selection and implementation of new programs in school settings (e.g., consultants in state educational agencies, State Facilitators in the National Diffusion Network, and curriculum and program directors in local school districts).

Kit consists of three volumes and contains articles about school improvement efforts, reports of relevant research, theory, planning instruments, and checklists.

Part I, The Linking Agent: An Overview, provides a realistic look at the many linking agent roles and skills and discusses training and support mechanisms for linking agents. Examines client organizations used by linkers as well as resources that linkers can use. Describes stresses and implementation issues faced by linkers.

Part II, Selected Background Readings, helps linking agents understand the complexity of school improvement efforts, the organizational structure of educational institutions and techniques, and approaches to consulting with school personnel.

Part III, The Stages of Linking Agent Intervention, contains an in-depth examination of each of six phases of the linking agent's work.

The six stages are: 1) initiating the relationship; 2) defining the problem; 3) selecting a program; 4) implementing the program; 5) evaluating the program; and 6) disengaging from the school district.

Cost: $35.00

Contact Information:

Cynthia Connolly
The Regional Laboratory for Educational Improvement of the Northeast and Islands
290 South Main Street
Andover, MA 01810
(617) 470-1080

Title: Connecticut Perspectives on Instructionally Effective Schools: A Model and a Process

Author(s): William J. Gauthier, Jr.

Description and Purpose: Helps principals and faculty to examine certain characteristics coincident with student learning, develop an action plan, and initiate long-term change in a school-based setting.

Describes the model and process being used by the Connecticut State Department of Education to assist schools in improving their effectiveness. Provides an operational definition of the term "effectiveness" and summarizes the research that provides the conceptual base for the model.

Connecticut's efforts rest upon research on teacher effectiveness and classroom instruction as well as on research that examines school effects; the process for implementing the research findings advocates a systems approach to school improvement and is firmly grounded in change theory. Focus is on the school as a complex social system with many interacting components that operate together to influence student achievements; a planned, ongoing and systematic curriculum; and community involvement in determining goals and supporting school effectiveness efforts.

The process advocates a voluntary, school-based approach that helps the school examine itself in relation to school effectiveness characteristics and develop and implement an action plan that is meaningful to the faculty and principal of the school. The steps are: initial contact; dialogue and commitment; assessment; developing the action plan; and implementation.

Cost: free of charge

Contact:
William J. Gauthier, Jr., Chief
Bureau of School and Program Development
Division of Elementary and Secondary Education
Connecticut State Department of Education
Post Office Box 2219
Hartford, CT 06145
(203) 566-5497

Title:	Effective Compensatory Education Sourcebook -- Volume 1: A Review of Effective Educational Practices and Volume II: Project Profiles
Author(s):	Philip A. Griswold; Kathleen J. Cotton; Joe B. Hansen
Description and Purpose:	One hundred and sixteen Chapter I programs were recently recognized for their successful programs for disadvantaged children. The Sourcebook provides an information base for expanding and upgrading local programs in compensatory education by using thirteen principal attributes and by combining research information with how-to information from outstanding Chapter I projects. Volume 1 describes research and practices and provides a framework of essential features of successful schooling. Volume 2 offers profiles of actual Chapter I programs determined to be effective. Contains research and practice clustered around organizational attributes: school and classroom climate, goals and objectives, parent and community involvement, professional development and training, leadership and evaluation, instructional attributes, interactive teaching, ability groups, mastery learning, individualized instruction, and cross-age tutoring.
Cost:	$13.00 (sold in set only)
Contact Information:	Superintendent of Documents U.S. Government Printing Office Washington, DC 20402 (202) 783-3238

Title: Training for Change Agents: A Guide to the Design of Training Programs in Education and Other Fields

Author(s): Ronald G. Havelock and Mary C. Havelock

Description and Purpose: Intended for use by change agents and change agent trainers in every level of education and in human service areas, for developing resource helping and linking roles. A useful reference for trainers, trainees, and training program developers involved in promotion, design, or leadership of training programs.

The organization of this guidebook follows the organization of a conference of 50 leaders of research and training on educational change (Spring 1970, Clinton, Michigan) who came together because of trainers' and program developers' needs for guidelines on training, specifically resource utilization and change agentry.

Part One of the guide is concerned with theory, goals, and structure of program design. Chapter I outlines content areas relative to the concept of change agent. Chapters II and III suggest how to select training goals/principles for good training design. Chapter IV provides a framework of eight design elements necessary to any plan. Part Two suggests how model training programs could be designed to meet various objectives. Chapters V-VIII outline programs generated by the conference task force groups. Chapter IX presents a more detailed training model for a particular type of role (e.g., change agents in state education agencies). Contains ideas, suggestions, frameworks, principles, and strategies applicable to a wide range of change agent skills and situations.

Cost: $18.00

Contact Information:
Institute for Social Research
426 Thompson Street
Ann Arbor, MI 48109
(313) 764-8271

Title:	The Elementary Principal's Handbook: A Guide to Effective Action
Author(s):	Larry W. Hughes and Gerald C. Ubben
Description and Purpose:	Intended to be used as a practice guide and reference book by elementary school principals and those in training for elementary school principalship. Provides guidelines to assist in the performance of the principal's roles and functions. Consists of 33 chapters, each of which focuses on aspects of the human, conceptual, and technical skills required to lead an elementary school. Summary and bibliography follow each chapter. Includes guidelines, lists, samples, and suggested techniques. Areas covered include: initiating executive action/decision making; communication; implementation; curriculum organization; individualized instruction; staff development/recruitment; building maintenance and finances; parent involvement; discipline; time management; rights of students, staff, and administrators; and public relations.
Cost:	$35.95
Contact Information:	Allyn and Bacon, Inc. Longwood Division Rockleigh, NJ 07647 (800) 526-4799

Title: RUPS: Research Utilizing Problem Solving (Classroom Version, Leader's Manual)

Author(s): Charles Jung; Rene Pino; and Ruth Emory.

Description and Purpose: The training program was designed for teachers participating in the Research Utilizing Problem Solving (RUPS) workshop series. The activities were planned to focus on improving school settings and to increase teamwork skills among teachers.

Teachers participate in simulation exercises in which they help a fictitious teacher or principal solve a problem using the RUPS model. The Leader's Manual describes the purpose and design of the workshops and provides information about conducting the workshops.

Includes materials and activities for engaging teachers in: identifying problems; using classroom research; diagnosing team relationships; data gathering; force field analysis; selecting tools for a data collection; spotting the major results in data; gathering data on team-building relationships; the concept of feedback; deriving implications and action alternatives from research findings; planning for action; studying group dynamics; and monitoring and evaluating the progress of planning change.

Provides hand-outs, including work schedules, participant activities, materials, and objectives for each of 16 topics.

Cost: Classroom Version - ED 211536 - $21.60
Leader's Manual - ED 211538 - $21.60

Contact Information: ERIC Document Reproduction Service
3900 Wheeler Avenue
Alexandria, VA 22304
(800) 227-3742

Title: Organizing

Author(s): Si Kahn

Description and Purpose: A practical self-proclaimed guide for community leaders of change efforts. Not written for schools, the guide includes a wealth of practical information and advice on organizing and leading groups to make change, creating awareness and building support for an issue, leading meetings, and effective use of media. The author draws on years of experience as a trainer of leaders, organizations, and coalitions, including labor unions; there is special emphasis on the unique contributions of unions, politics, and culture. The book is easy to read, well organized, and presents complex issues in simple terms.

Cost: $7.95

Contact Information:
McGraw-Hill Book Company
1221 Avenue of The Americas
New York, NY 10020
1-800-628-0004

Title:	Instructional Leadership Handbook
Author(s):	James W. Keefe and John M. Jenkins, Editors
Description and Purpose:	Intended to be used as a reference book by principals working to become more effective instructional leaders. The handbook is organized according to the role of the principal as instructional leader, that of providing direction, resources, and support to teachers and students for the improvement of teaching and learning in the school. The handbook reviews that role in four areas: formative; planning; implementation; and evaluation. Serves as a comprehensive resource for the principal who is learning to be a more effective instructional leader, and as a tool for use in staff inservice activities. Formative Elements discusses trends in: content fields, organization and staffing, and media and methods; Planning Elements discusses 10 elements of effective planning, from needs assessment to budgeting for instructional improvement; Implementation Elements discusses one organizational and four supervisory elements: organizing the program, supervising classroom management, supervising the diagnostic process, supervising prescription and placement, and supervising instruction; Evaluation Elements lists six evaluatory elements: assessing and reporting student progress, teacher performance appraisal, program evaluation, community feedback, program modification and revision, and communicating the program.
Cost:	$8.00
Contact Information:	Publications Department National Association of Secondary School Principals 1904 Association Drive Reston, VA 22091 (703) 860-0200

Title:	Developing and Institutionalizing a Self-Improvement Capability: Structures and Strategies of Secondary Schools
Author(s):	Herbert J. Klausmeier
Description and Purpose:	Developing and Institutionalizing a Self-Improvement Capability (September 1982 - November 1984 study) primarily clarifies the institutionalization of a school's self-improvement capability and also validates the improvement strategies, facilitative organizational structures, and support arrangements involved in a school's initial development of a self-improvement capability. Includes 10 schools (elementary, middle, high school) who annually collected student performance data for 1981-82 and 1983-84 (academic achievement in one or more areas as measured by standardized tests, average daily attendance, incidence of discipline referrals and suspensions). Reporting forms, observations, checklists, and interviews were used to gather data. Forms are available from the Wisconsin Center for Educational Research. Eight organizational structures and support arrangements were validated as facilitating the implementation of the three improvement strategies: 1) organization of principal and representative teachers into an effectively functioning leadership-coordinating group. This is most critical because it is essential for implementing the goal setting strategy and is prerequisite to effective functioning of the remaining seven; 2) organization of teachers and students into small groups; 3) teachers advising students; 4) scheduling of classes so that mutual interests have a common time during the school day for planning improvement activities; 5) principal's effective instructional leadership; 6) ongoing inservice/staff development; 7) support of district officials; 8) school's autonomy to implement improvement program; and 9) parent participation and support.
Cost:	$12.25
Contact Information:	University Press of America 4720 Boston Way Lanham, MD 20706 (301) 459-3366

Title:	A Process Guide for School Improvement
Author(s):	Herbert J. Klausmeier
Description and Purpose:	Guide is for use in locally conducted inservice programs and in university courses and programs. It is designed to aid individual schools as well as district offices in starting and maintaining a self-improvement capability that is characterized by: 1) maintaining satisfactory student outcomes and improving unsatisfactory ones; 2) maintaining or improving effective instructional practices; 3) maintaining or improving job satisfaction and morale; and 4) increasing competency and professional development of staff. Chapter one is for all levels of schooling, Chapters 2 through 11 are more for the middle school and high school, and Chapter 12 is more for the elementary school. Chapter 2 through 11 give improvement suggestions and illustrative exemplary practices of both middle schools and high schools. Chapter 12 does the same for elementary schools. Most information regarding middle schools or elementary schools is relevant to both. Each chapter includes an improvement plan, covering such areas as: administration/structural organization; program planning; curriculum planning; school climate; testing/data gathering/ evaluation; teacher-advisor program planning; home/school/ community relations; and components contributing to effectiveness and activity planning to increase effectiveness. In addition, the Appendix offers suggestions for using the guide in locally conducted inservice/staff development programs and supplies supplementary materials for secondary and elementary schooling. Also, simulations are available from the Wisconsin Center for Education Research (one each -- elementary, middle, and high school).
Cost:	$12.75 paperback, $28.00 hardcover
Contact Information:	University Press of America 4720 Boston Way Lanham, MD 20706 (301) 459-3366

Title: The All New Universal Traveler: A Soft-Systems Guide to Creativity, Problem-Solving and the Process of Reaching Goals

Author(s): Don Koberg and Jim Bagnall

Description and Purpose: Intended to help the reader deal logically and systematically with problem situations, through a process of awareness of their own procedures and methods.

The Universal Traveler provides formats for solving problems. Relies heavily upon the problem-solving technique of synectics.

Guide explores the design process as a logical sequence of events: 1) Accept situation; 2) Analyze -- the ins and outs of the problem; 3) Define -- and clarify the main issues and goals of the problem; 4) Ideate -- or search out all possible ways of realizing goals; 5) Select -- the best way to go; 6) Implement -- selected "best ways"; and 7) Evaluate -- to determine effects and progress of design activity.

Includes creativity activities, exercises, lessons from problem-solving, and a communications checklist.

Cost: $9.95

Contact Information:
William Kaufman, Inc.
95 First Street
Los Altos, CA 94022
(415) 948-5810

Title:	Reaching for Excellence: An Effective Schools Sourcebook
Author(s):	Regina M.J. Kyle, Ed.
Description and Purpose:	An integrated document that contains summaries of the knowledge base as well as a current directory of programs and sources of technical assistance relevant to research and practical information in the area of school effectiveness/improvement programs being implemented in the United States. Intended for use by administrators, curriculum specialists, staff developers, and teachers. The overview of the book emphasizes key themes and issues across the chapters on research that appear in Part I, including an extended discussion of staff development, and addresses the process of translating research into policy with illustrations. Six of the seven chapters summarize the research from these perspectives: effective classroom practices in elementary schools and secondary schools; effective school practices at each level; district- and state-level practices that support effective school management and instruction. Includes a chapter on criteria and methods for measuring effectiveness. Part II presents a directory of successful effective schools programs being currently implemented.
Materials:	Directory of Programs Promoting Effective Practices at the Classroom and Building Levels
Cost:	$9.50
Contact Information:	Superintendent of Documents U.S. Government Printing Office Washington, DC 20402 (202) 783-3238

Title:	The Practice Profile: An All-Purpose Tool for Program Communication, Staff Development, Evaluation, and Improvement
Author(s):	Susan Loucks-Horsley and David P. Crandall
Description and Purpose:	Provides a standardized, systematic, and cost-effective way to summarize program components and requirements. Provides guidance as to implementing and evaluating the practice and facilitating comparison with other programs. Especially helpful to program/project directors, staff developers, decisionmakers, evaluators, potential adopters, and researchers.
Description:	Describes the three parts of a Practice Profile: a component checklist contains components that describe the practice in use; a listing of implementation requirements; and an assessment of practice characteristics. Serves as a systematic means of defining selected practices. Explains the need for and the parts of such a practice profile, and suggests a procedure for the collection of data and development of an accurate profile.
Cost:	$3.00
Contact Information:	Cynthia Connolly The NETWORK, Inc. 290 South Main Street Andover, MA 01810 (617) 470-1080

Title: An Action Guide to School Improvement

Author(s): Susan Loucks-Horsley and Leslie F. Hergert

Description and Purpose: Intended primarily for educators who are responsible for local school improvement (principals, coordinators, teachers, department heads, administrators); also for trainers, outside support (such as consultants and agencies), and decision makers (e.g., local school boards, education agencies, and legislators).

Describes a practical, research-based conceptual framework for implementing change to bring about school improvement.

The guide is divided into seven linear steps:

1. Establishing the School Improvement Project
2. Assessment and Goal Setting
3. Identifying an Ideal Solution
4. Preparing for Implementation
5. Implementing
6. Review
7. Maintenance and Institutionalization.

An appendix is provided, with sources of school improvement resources that are available to schools.

Cost: $5.00

Contact Information:

Cynthia Connolly
The Regional Laboratory for Educational Improvement of the Northeast and Islands
290 South Main Street
Andover, MA 01810
(617) 470-1080

Title:	Achieving Excellence (A+)
Sponsor:	Mid-Continent Regional Educational Laboratory
Description and Purpose:	The Achieving Excellence (A+) Program provides a management tool that helps educators take stock of their current practices in light of current research. A+ suggests performance indicators that local personnel use to gather baseline data. These indicators are then used to monitor the impact of improvement strategies.
Materials:	Three ring binder Achieving Excellence, divided into three main sections: Academic Efficiency, Student Success, Improvement Management.
Cost:	Dependent upon number of participants and design of program, on a district-by-district basis; binder can be purchased separately for $50.00.
Contact Information:	Toni Hass 12500 East Iliff Avenue Suite 201 Aurora, CO 80014 (303) 337-0990

Title:	Learning to Work in Groups: A Practical Guide for Members and Trainers, Second Edition.
Author(s):	Matthew B. Miles
Description and Purpose:	This book describes practical steps and activities for improving the quality of group work. It is aimed at persons who are in a position to start and carry out training programs designed to improve group processes. Many of the activities described in Learning to Work in Groups can be used by school improvement councils and their group leaders. Miles quickly sets forth the dual purpose of the topics and activities in the book: learning how to train others, and learning to learn about one's own behavior in groups. One chapter focuses on the behavior of effective groups and effective group leaders. A second chapter develops a model of the adult learning process, with implications for training groups as learning groups. Two other chapters deal with the details of planning and selecting training activities based on the needs of the group. Miles provides a concise guide and an index to training activities classified by training problem. Subsequent chapters deal with the specifics of designing training, assuming different trainer roles, and evaluating training programs.
Cost:	$19.45
Contact Information:	Teachers College Press Teachers College Columbia University 1234 Amsterdam Avenue, New York 10027 (212)678-3929

Title: What's A Plan Without a Process? A Training Handbook for Staff Work Groups

Author(s): Rima Miller

Description and Purpose: School improvement team members need to be problem solvers, idea generators, schedulers, motivators, and program developers. They must be able to work cooperatively and effectively in a variety of group settings. The handbook was developed in an effort to identify selected skills to strengthen the team approach to school improvement planning. While the handbook was designed for use by the School Effectiveness Training Program (SET) and the Secondary School Development Program (SSDP), the activities can be applied successfully by any group.

Materials include: principles for teamwork, team member roles, using consensus, prioritizing problem-solving strategies, planning considerations, and implementation analysis.

Cost: $35.00

Contact Information:
Rima Miller
Research for Better Schools, Inc.
444 North Third Street
Philadelphia, PA 19123
(215) 574-9300

Title:	Joining Forces: A Team Approach to Secondary School Development
Author(s):	Rima Miller with Thomas B. Corcoran
Description and Purpose:	Developed for use by school administrators or consultants to guide the implementation of a comprehensive improvement process for secondary schools. The manual is organized around the stages of the school improvement process. Designed so that new materials can be included, and so that materials can be reproduced for training purposes. Central to the program is the formation of the Coordinating Council, a representative body of the staff that works with the principal to lead the improvement/development activities. The first section of the manual provides a discussion of the rationale underlying the program, program goals, and description of activities and events. Subsequent sections are: Cooperative Agreements (including sample contract); Orientation (includes outline of goals, sample design of an orientation program, and suggested handout materials); Coordinating Council Formation (includes guidelines for council selection); Creating the School Profile (includes sample School Profile and School Assessment Survey); Council Retreat; Task Group Formation (includes outline of roles and responsibilities of task group members, recruitment ideas, problem solving techniques); Action Strategy and Improvement Plan (includes guidelines for school improvement planning); Presentation of Plan; Implementation (includes outline for analysis and planning); Evaluation (includes sample evaluation data and survey items, a Rating Council Effectiveness chart); and Revision and Renewal that concludes and summarizes.
Cost:	$30.00
Contact Information:	Rima Miller/Thomas Corcoran Research for Better Schools 444 North Third Street Phildelphia, PA 19123 (215) 574-9300

Title: K-12 School Effectiveness Planning Guide

Author(s): Milwaukee Public Schools

Description and Purpose: In 1979, the Milwaukee Public Schools initiated Project RISE to support school improvement efforts in 18 elementary schools and 2 middle schools. A common characteristic among the 20 schools was low academic achievement as measured by standardized tests. A dramatic improvement on student performance was realized. The K-12 School Effectiveness Planning Guide clarifies policies, procedures, and roles for a systemwide commitment to school effectiveness. It also illustrates formats for the development of individual school improvement plans. In the Milwaukee schools, each building principal was required to involve the total school staff in completing an annual school effectiveness plan according to the timelines in this document. Improved attendance, achievement, and attitudes were some of the major goals addressed through these planning guidelines.

Contains: mission statements, long-range goals, policy statements for school effectiveness activities, roles and responsibilities, elementary school effectiveness goals, middle school effectiveness goals, and sample planning forms.

Cost: $1.50

Contact Information:

Al Cooper
RISE
Milwaukee Public Schools
5225 Vliet Street
Milwaukee, Wisconsin 53208
(414) 475-8720

Titles: How to Design a Program Evaluation
How to Measure Achievement
How to Measure Program Implementation
How to Present an Evaluation Report

Author(s): Lynn Lyons Morris and Carol Taylor Fitz-Gibbon

Description and Purpose: Guides and assists practitioners' (at all levels in planning and managing of experience) evaluations.

Consists of four selections from the Program Evaluation Kit (SAGE Publications, Beverly Hills). The complete Program Evaluation kit contains eight books that answer questions that a practicing evaluator might ask.

These four practical guides have been field tested and offer detailed advice, clear definitions, and useful procedures, in non-technical language.

Cost: Can be purchased as a set ($59.95) or individually:

How to Design a Program Evaluation -- $8.50

How to Measure Achievement -- $8.50

How to Measure Program Implementation -- $7.95

How to Present an Evaluation Report -- $4.95

Contact Information:
Sage Publications
275 South Beverly Drive
Beverly Hills, CA 90212
(213) 274-8003

Title:	School-Based Staff Support Teams: A Blueprint for Action
Author(s):	National Advisory Board
Description and Purpose:	Intended to be a user's manual to assist the reader in the team building process. Written for use by people in positions in school systems, universities, or state departments that can affect or be affected by the establishment or maintenance of a staff support team. The monograph is a guide in outline form, with sections set up in question and answer format, and descriptions of model programs. Appendices provide detail about aspects of team building. Bibliography serves as a helpful resource. Guide is a result of one of eight task forces organized between 1979-1981 by the National Advisory Board. This task force focused on the use of school building-based staff support teams to support locally based inservice education programs. The creation of a document on building-based teams was their major effort. Comprehensively covers all aspects relevant to forming and/or maintaining a school-based staff support team, whose purpose it is to support staff by providing a vehicle for problem solving. Explains: what a staff support team is, implementation, nurturing, needs/skills assessment, team members/leader's tasks, services offered, essentials of the staff support team concept.
Cost:	$4.00
Contact Information:	Council for Exceptional Children 1920 Association Drive Reston, VA 22091 Attn: Accounting Department (703) 620-3660

Title:	Research Summaries and a Directory of Programs, Services, and Resources
Author(s):	Patricia M. Nischan; Lawrence W. Lezotte; and Rashida Shuib
Description and Purpose:	This document is the outcome of the project titled, "Research Dissemination Through Collaborative Planning for School Improvement" (NIE). The first section of the book contains 36 summaries of research helpful to anyone involved in the school improvement planning process for use on any level by educators within the school system, and by consultants, trainers, or outside evaluators. Sections include: Administrative-Instructional Leadership; Monitoring Pupil Progress; School Climate; School Goals and Resources/Basic School Skills; Teacher Expectations; Classroom Management; Instructional Strategies; and Home-School Relations. The second section contains six case studies that track the project as it occurred in each of the six schools (three elementary level, two middle schools, and one high school). Provides descriptions, and contains lessons helpful at any stage of the school improvement process, from planning to implementation to evaluation. The final section contains resources (local) that illustrate how individual schools might develop a directory of available program resources.
Materials:	Case studies, evaluation checklists, planning outlines, Directory of Programs, Services, and Resources, School Improvement Bibliography, Publications List (The Institute for Research on Teaching).
Cost:	$15.00 (check made payable to Michigan State University)
Contact Information:	Lawrence W. Lezotte or Stuart C. Rankin Effective Schools Office 403 Erickson College of Education Michigan State University East Lansing, MI (517) 353-6413

Title:	Educational Technology Local Planning Guide
Author(s):	Stephen M. Preston and Jane F. Lee
Description and Purpose:	Provides a step-by-step approach to successful planning and implementation of educational technology in school systems, written from the standpoint of an entire school system. Principles described apply equally well to individual schools, classrooms, or to any academic or administrative division. The planning guide is organized into six stages and steps, taking the reader through a logical and manageable planning sequence: Conducting Preliminary Activities; Setting Directions; Integrating Technology into Curriculum, Classroom Management, and School Activities; Selecting Software and Hardware; Planning for Staff Development; and Organizing and Implementing for Success. Appendices include sample survey instruments, assessment questions, a "planning for educational computing" questionnaire, suggested program outlines, a sample job description for the Technology Coordinator, and several articles as resources. Serves as an introduction to a variety of activities useful for the design and development of an educational technology plan. Defines educational technology as an integrated and systematic method of planning, implementing, and evaluating the total process of teaching and learning through the communication media. Provides a set of procedures and standards to follow, e.g., administrative procedures, distribution of financial and personnel resources, class scheduling, curriculum content, teaching practices, classroom management, staff development activities, identifying needs, identifying and selecting appropriate applications, and evaluating efforts.
Cost:	$10.00
Contact Information:	Dr. James F. Doyle, Director Technology Services Georgia Department of Education 1570 Towers East Atlanta, GA 30334 (404) 656-2435

Title:	Context and Change: A Training Program for School Improvement
Sponsor:	Research for Better Schools, Inc.
Description and Purpose:	Intended to train field agents and others who would initiate, direct, or instruct others in improvement and change efforts in schools (e.g., principals, district coordinators, intermediate service agency staff, and state education agency staff). Program has two purposes: 1) to explain how differences in schools have important influences on the success of school improvement efforts in those schools; and 2) to provide those who direct or assist school improvement with the opportunity to develop ways to take these school differences into account in their work.
Materials:	Six training sessions can be taken either as a whole or as an individual focus: Session One -- School Context and School Change; Session Two -- Site Influence on the Field Agent; Session Three -- Planning and Participation; Session Four -- Spreading Change; Session Five -- Promoting La ting Change; and Session Six -- Getting Started (discusses building an effective planning team and analyzing a school's context). Each session contains presentation and discussion sections and begins with a trainer's overview identifying purpose, outlining goals/activities, estimating time allowed, and indicating materials needed. Included are skill development exercises and case studies.
Cost:	$27.50
Contact Information:	H. Dickson Corbett Research for Better Schools, Inc. 444 North Third Street Philadelphia, PA 19123 (215) 574-9300

Title:	Achieving School Effectiveness: Process Steps and Variables
Author(s):	Rhode Island Educational Leadership Academy
Description and Purpose:	Reference guide is designed to help Rhode Island principals develop planning skills, refine understanding of issues related to school effectiveness, and implement programs that lead to increased teacher and student performance. Can be a useful resource to teachers and other school administrators as well. Guide consists of two sections -- Process Steps and School Effectiveness Variables. Each process step provides practical advice, concrete examples, and a list of further references for school improvement leaders. Each school effectiveness variable presents highlights from the research, special considerations for the principal, and sources for more detailed analysis. Summaries focus on core elements of each process step or effectiveness variable and provide direction for further study and implementation. Includes checklists, action plans, effectiveness strategies, and suggested policies. Highlights research findings and suggests practical action steps for school improvement leadership. Process steps include: Form Teams, Assess Needs, Establish Priorities, Develop Action Plans, Implement Plans, Monitor Progress, Evaluate Impact. School Effectiveness Variables include: Clear and Focused School Goals, Instructional Leadership, High Expectations, Time on Task,, Monitoring Student Performance, Safe and Orderly Environment, Home-School Relations.
Cost:	$5.00
Contact Information:	Charles Mojkowski Executive Director Rhode Island Educational Leadership Academy 78 Foxglove Drive Cranston, RI 02920 (401) 943-6668

Title: A Training Manual -- The Role of the Principal in Change: The Teacher Corps Example

Author(s): Sheila Rosenblum; Sharon F. Rallis; Terence E. Deal

Description and Purposes: Outlines a case approach to training participants (particularly principals) in the school improvement process, based on a study of four Teacher Corps projects and the role of the principal in those projects.

The manual is organized as follows: 1) a discussion of the usefulness of "case vignettes" as an approach to training; 2) twenty-one "case vignettes" that illustrate important issues that emerged from the case studies (with discussion questions); 3) a diagnostic instrument that provides a method for assessing which issues might pertain in a local setting (providing a starting point for use of vignettes); 4) a selection of resources for additional training materials; and 5) a selected bibliography of additional readings (on inservice education and the role of the principal in change).

Presents an approach drawn from lessons learned from the four case studies. Focus is the principal, relative to the positive or negative effect their contributions had on the progress of projects in local schools.

Discusses areas which need development if effective leadership is to be provided: understanding goals/structure of the school, forming a common direction, skills (planning, conflict resolution, time/stress management), and initiative.

Cost: $8.64

Contact Information:

Check payable to Abt Reports
Library
Abt Associates, Inc.
55 Wheeler Street
Cambridge, MA 02138
(617) 492-7100

Title: Professional Assister (PA) Training Modules

Author(s): Ellen R. Saxl with Matthew B. Miles and Ann Lieberman

Description and Purpose: The professional assister curriculum is intended for use in training and support of individuals in professional assistance roles in school improvement programs. Six modules have been designed to augment the professional assisters' knowledge, skills, and confidence in helping client systems to achieve their school improvement goals.

Materials: Materials cover these skill clusters:

1. Trust/rapport building
2. Organizational diagnosis
3. Dealing with the process
4. Resource utilization
5. Managing the work
6. Building skill and confidence in people to continue

Cost: Available Spring 1987

Contact Information:

Ronald Brandt
ASCD
125 North West Street
Alexandria, VA 22314
(703) 549-9110

Title: School Leadership Handbook for Survival.

Author(s): Stuart C. Smith; JoAnn Mazzarella; and Philip K. Piele, Eds.

Description and Purpose: Designed to be used as a reference book by school admninistrators. Summarizes and explains literature that educational leaders want and need to be familiar with through an "information analysis" technique. Integrates useful theory and thoughtful recommendations for action based upon both research as well as interviews with practitioners in the field. Bibliography is a helpful reference.

The book summarizes a comprehensive framework for quality leadership consisting of: management and information skills necessary to the development of a competent and effective school; a purpose of what school leaders hope to accomplish and an ability to communicate it to others with whom they work; strength of leader beliefs and an ability to obtain the commitment of others to those beliefs; sensitivity to people, which is necessary in order to get things done (e.g., motivation theory, shared decisionmaking, group process techniques, school climate concepts, leadership styles); and motivation based upon the welfare of the work group/school (e.g., principles of integrity, honesty, and fairness).

Materials: Includes examples of implementation of school-based management, examples of successful teams, school climate assessment instruments and practical suggestions, exercises for improving communication, tools for evaluating meetings, problem-solving technique, the Delphi technique, and sample applications.

Cost: $13.95

Contact Information:
ERIC Clearinghouse on Educational Management
1787 Agate Street
Eugene, OR 97403
(503) 686-5043

Title: Excellence in Our Schools: Making It Happen

Author(s): William G. Spady and Gary Marx

Description and Purpose: Guide is intended to be used by educators and policymakers as a source of information and recommendations on the improvement process.

Section I: Excellence in Our Schools, contains short summaries of nine reports on education in America and "A Framework for Excellence", consists of a definition of educational excellence from A Nation at Risk, and discusses seven operational components: 1) Goals and Curriculum Priorities; 2) Standards, Expectations, and Requirements; 3) Instructional Content and Process; 4) School Organization and Instructional Delivery; 5) Instructional Time; 6) Acquiring and Using Available Resources; 7) Staff Roles and Responsibilities.

Section II: Making It Happen, goes on to discuss five important "Principles for Successful Action" and continues in a concise step-by-step format to "Planning the Action Process" and then to "Taking the First Action Steps." This section is followed by a helpful planning instrument entitled "Building an Action Plan," mentioned below.

Materials: Contains "Building an Action Plan", a step-by-step process for use in turning recommendations into plans of action. Encourages evaluation input on the part of the individual, provides guidelines for goalsetting (e.g., costs, responsibilities, time lines), and questions help single out key topics for discussion by the group.

Cost: $4.50

Contact Information:
Marion Hunt
Product Fulfillment Specialist
American Association of School Administrators
1801 North Moore Street
Arlington, VA 22209
(703) 528-0700

Title: Mapping New Schools Parts 1-4

Author(s): Beverly Loy Taylor

Description and Purpose:

Designed for anyone who is planning or in the process of implementing a school program or comprehensive change project that requires specialized concepts and skills. Acquaints the reader with tasks (e.g., determine goals, design an organizational structure, obtain sufficient finances, utilize available or obtainable knowledge and expertise, link planning to improvement, devise strategies for troubleshooting), and helps the reader plan an overall strategy for accomplishing them.

Focuses on planning and implementation processes relevant to school improvement and provides a detailed step-by-step program of action. Consists of a series of four planning guides:

Guide 1 introduces the reader to the planning enterprise: makeup of the planning group, planning skills, planning tasks.

Guide 2 examines ways by which to clarify goals/methods of designing social systems; focuses on specific issues of new-school design.

Guide 3 examines the politics of planning new schools: new-school planners/implementors and environment, and offers strategies for dealing effectively with that environment.

Guide 4 focuses on the linkage between plan and actual implementation: staffing, troubleshooting, and renewing the new school after startup.

Each guide includes discussion of issues involved, exercises, case study illustrations, and references.

Cost: $45.00

Contact Information:

Matthew Miles
Center for Policy Research
475 Riverside Drive
Suite 7228
New York, NY 10115
(212) 870-3186/2046

Title: Intelitec Program Planning Guide

Author(s): Ernie Turner

Description and Purpose: Intended to be used by teams responsible for developing varied program plans. Can assist any group having the responsibility for cooperative program planning.

The guide is organized in a cyclical, step-by-step format, with a rationale, recommendations, and helpful tools presented for each step.

Six-step planning process is sequenced in the following order: Step 1, "Getting Ready," highlights nine critical questions that must be addressed by the team before it begins to plan; Step 2, "Projecting the Future," encourages the team to visualize the future as a starting point in planning; Step 3, "Assessing the Present," tests realities of the team's assumptions and needs before proceeding; Step 4, "Designing Goals, Objectives and Tasks," recommends the team's use of PERT to chart key objectives and tasks required to reach each goal; Step 5, "Managing Change," suggests ways for leadership to minimize stress and resistance while monitoring tasks, modifying objectives, and celebrating achievements during implementation; Step 6, "Evaluating Ends and Means," enables the team to put closure on the planning cycle by evaluation of its final product as well as its planning process. Contains evaluation techniques, meeting format guide, timeline, checklist, selection criteria, and needs assessment criteria.

Cost: $9.50

Contact Information:

Ernie Turner
Intelitec Management Systems, Inc.
15 Durham Road
White Plains, NY 10607
(914) 683-6706

Title: A Citizen's Notebook for Effective Schools

Author(s): Ross Zerchykov

Description and Purpose: The notebook is a collection of materials intended to help citizens intending to work actively to make their schools more effective for all children. Focus is on the elementary level. It is geared to three kinds of information needs: 1) the need to know about the research evidence on what works in instruction; 2) the need to have examples of school improvement efforts and; 3) the need for resources in the form of materials, how-to guides, organizations and people with experience and skills in school improvement.

Materials: Summary of "Effective Schools" research and discussion of its implications for citizen participation; "Fact Sheets" that summarize research evidence on what school practices make a difference for student academic achievement; one page "Research Briefs" on 41 major studies that make up the knowledge base for what works in school improvement; examples containing "Practice Profiles" (one-page summary descriptions of 47 local school improvement projects in 36 communities in 21 states); and three kinds of resources -- reading lists describe user-nominated how-to materials, guides, and information about how to obtain them, census and summary of assistance and information available from 30 community education centers in 22 states, and one-page "Resource Abstracts" for each of 13 organizations and 56 resource people who have agreed to be listed in the notebook as part of a nationwide resource support network. Notebook is designed and formatted so that materials can stand alone, be used as handouts, or be reassembled as packets.

Cost: $13.00 (economy version); $20.00 (deluxe)

Contact Information:
Institute for Responsive Education
605 Commonwealth Avenue
Boston, MA 02215
Attn: Circulation Department
(617) 353-3309

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